DOCUMENT RESUME

ED 021 980 VT 004 019

EDUCATIONAL OPPORTUNITIES FOR THE SECONDARY OCCUPATIONAL PROGRAM GRADUATE, A STUDY OF UNIT ADMISSION REQUIREMENTS TO TWO-YEAR DEGREE AND DIPLOMA PROGRAMS IN NEW YORK STATE COLLEGES.

New York State Education Dept., Albany. Bureau of Occupational Education Research

Pub Date Feb 66

Note-63p.

EDRS Price MF-$0.50 HC-$2.60

Descriptors-*ADMISSION CRITERIA, *ASSOCIATE DEGREES, COLLEGE ADMISSION, COLLEGE CURRICULUM, *COLLEGE PROGRAMS, CURRICULUM, *DIRECTORIES, EDUCATIONAL GUIDANCE, EDUCATIONAL OPPORTUNITIES, HIGH SCHOOL GRADUATES, POST SECONDARY EDUCATION, STATE SURVEYS, STUDENT MOBILITY, *VOCATIONAL EDUCATION

Identifiers-New York

The purpose of the study was to increase the educational mobility of the secondary occupational program graduate by disseminating current statewide information on the high school academic course units required for admissions consideration to associate degree college programs preparing for occupational entry. To obtain data on specific admissions requirements, personal interviews were held with the admissions officers of 65 institutions within New York which had full-time, associate-degree programs. These collected data are arranged in tabular form to indicate the curriculums and the prerequisites for each of the 62 private and public institutions offering post-secondary occupational programs during the 1965-66 school year. A list of 2-year colleges with occupational programs, a list of 4-year colleges offering associate degree curriculums for occupational entry, a curriculum directory of full-time day programs, and a discussion of untabulated information are included. (WB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

c. 1

DUCATIONAL OPPORTUNITIES FOR HE SECONDARY OCCUPATIONAL ROGRAM GRADUATE

A Study of Unit Admission Requirements to Two-Year Degree and Diploma Programs in New York State Colleges

ED021980
VT004013

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF RESEARCH IN OCCUPATIONAL EDUCATION / FEBRUARY, 1966

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1968 Edgar W. Couper, A.B., LL.D, L.H.D., Chancellor, ... Binghamton

1967 Thad L. Collum, C.E., Vice Chancellor. . . . . Syracuse

1978 Alexander J. Allan, Jr., LL.D., Litt.D., ... Troy

1973 Charles W. Millard, Jr., A.B., LL.D.,. . . . . Buffalo

1970 Everett J. Penny, B.C.S., D.C.S.,. . . . . White Plains

1972 Carl H. Pforzheimer, Jr., A.B., M.B.A, D.C.S., ... Purchase

1975 Edward M. M. Warburg, B.S., L.H.D.,. . . . . New York

1969 Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D.,. . . . . New York

1977 Joseph T. King, A.B., LL.B., ... Queens

1974 Joseph C. Indelicato, M.D.,. . . . . Brooklyn

1976 Mrs. Helen B. Power, A.B., Litt.D.,. . . . . Rochester

1979 Francis W. McGinley, B.S., LL.B.,. . . . . Glens Falls

1981 George D. Weinstein, LL.B.,. . . . . Hempstead

1980 Max J. Rubin, LL.B., L.H.D., ... New York

1971 Kenneth B. Clark, A.B., M.S., Ph.D., ... New York

President of the University and Commissioner of Education
James E. Allen, Jr.

Deputy Commissioner of Education
Ewald B. Nyquist

Associate Commissioner for Research and Evaluation
Lorne H. Woollatt

Associate Commissioner for Elementary, Secondary and Continuing Education
Walter Crewson

Associate Commissioner for Higher and Professional Education
Frank R. Kille

Assistant Commissioner for Occupational Education
Robert S. Seckendorf

Assistant Commissioner for Higher Education
Allan A. Kuusisto

Director, Division of Research
Carl E. Wedekind

Chief, Bureau of Occupational Education Research
Alan G. Robertson

ERRATA AND ADDENDA

Errata and Addenda--Educational Opportunities for the Secondary Occupational Program Graduate

September 1966

Upon receipt of this study, you are requested to make note of the corrections indicated on this sheet, and to make the necessary changes in the body of the report. The institutions are listed by line and title and the changes indicated may vitally affect unit admissions credit requirements or admissions policy for the institutions concerned.

This study was completed in February 1966, however, due to delays in production and printing it was realized that distribution would not begin until the Fall of 1966.

In the course of contacting the institutions, the principal investigator learned that changes in admissions policy might be forthcoming. To allow for this contingency, each listed institution was sent two copies of the study with a request to check their listings and statements for necessary corrections and to forward these corrections to our office.

Although any interpretation of admission requirements and policies should come directly from the Admissions Office of the institutions concerned, to our best knowledge the information listed herein is up-to-date for the 1966-67 academic year. Projections should not be made beyond 1966-67 without consulting the admissions officers of the institutions in question.

We requested those institutions who wished their listing and statements to remain intact, not to send us any list of corrections; therefore, we assume others not listed on this sheet are substantially correct.

Alan G. Robertson
Chief
Bureau of Occupational Education Research

Any inquiries concerning the institutional listings or distribution of the study should be directed to Mr. Leonard Powell of this office.

ERRATA AND ADDENDA

Upstate Institutions

Private Two-Year Institutions

Villa Maria College, Buffalo

Appendix C, page 19 - The program in Nursing should be omitted.
Appendix E, page 3 - In the programs in Dietetics and Secretarial Science only one unit of any math is now required. Two units of a foreign language are advisable but not required.

Public Two-Year Institutions

Agricultural and Technical College at Canton, Canton

Appendix E, page 5 - For the programs in Agricultural Science, Accounting, Business Administration, and Secretarial Science, general math is not acceptable for fulfilling the mathematics requirement.

Agricultural and Technical College at Delhi, Delhi

Appendix E, page 29 - The programs in Agricultural Engineering and Technology require either chemistry or physics; footnote should indicate either.

Agricultural and Technical College at Farmingdale, Farmingdale

Appendix C, page 20 - Programs in Civil Technology and Mechanical Technology should be indicated.
Appendix E, page 30 - A typographical error has resulted in the duplication of programs in Dental Hygiene and Electrical Technology. The requirements for the Programs in Civil Technology and Mechanical Technology are as follows: 4 units English, 3 units history, 1 unit any science, 1 unit physics, 1 unit ele. algebra, 1 unit pl. geometry, 1 unit int. algebra for a total of 12 units. Omit footnote next to unit entry under (any) academic electives for program in Advertising Art and Design. Disregard "other preferred" at foot of table.

Adirondack Community College, Hudson Falls

Appendix E, page 31 - Add one unit required in biology for Nursing.

Broome Technical Community College, Binghamton

Appendix C, page 19 and 20 - Indicate programs in Medical Laboratory Technology and X-ray Technology.

Appendix E, page 9 - Note additional program and corrections:

Programs	Eng.	S.S. Hist.	(Any) Sci.	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Chem. Tech.	4	3	1			1			1	1	1	½					12½
Civil Tech.	4	3	1				1		1	1	1	½					12½
Dental Hyg.	4	3	1		1	1			1	1c	1c						12
Elec. Tech.	4	3	1				1		1	1	1	½					12½
Mech. Tech.	4	3	1				1		1	1	1	½					12½
Medical Off. Assistant	4	3	2a						1	1c	1c						11
Medical Lab. Tech.	4	3	2a						1	1c	1c						11

[a]One Laboratory Science...[c]either

Corning Community College, Corning

Appendix C, pages 19 and 20 - The following programs should be indicated for this institution: Accounting, Data Processing (Business), Drafting (Mechanical Design), Secretarial, Chemical Technology, Engineering Technology, Industrial Technology, Retail Business Management.

Appendix E, page 33 - The following programs should be added:

Programs	Eng.	S.S. Hist.	(Any) Sci.	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Accting.	4	2	1						1								8
Bus. Data Processing	4	2	1						1	1a	1a						9
Chem. Tech.	4	2				1	1		1								9
Eng. Tech.	4	3	1			1a	1a		1	1	1						12
Ind. Tech.	4	3	1			1a	1a		1	1	1						12
Retail Bus. Management	4	2	1						1								8
*Drafting	4	2	1					1									8
*Secretarial	4	2	1					1									8

*Lead to a two-year certificate, not a degree program...[a]either

Monroe Community College, Rochester

Appendix E, page 36 - For the program in Mental Hygiene omit the unit in (any) science. One unit of physics is required for the program in Mechanical Technology. In the Nursing program, units in (any) science and intermediate algebra should be omitted. Also, the unit of any college-prep, math should be in the (any) math and not the pl. geometry column; delete unit entry under intermediate algebra.

Public Two-Year Institutions (Cont.)

Nassau Community College, Garden City

Appendix E, page 36 - For programs in Accounting and Retail Business Management omit the unit entries in the plane geometry column. For the program in Medical Technology the 3 units in the (any) science column should not be footnoted.

Orange County Community College, Middletown

Appendix C, page 19 - A program in Architectural Design should be indicated.
Appendix E, page 37 - The requirements for Architectural Design are the same as for the other technology programs. For Medical Laboratory Technology either pl. geometry or int. algebra is required; not both. Nursing requires no mathematics pre-requisite.

Ulster County Community College, Kingston

Appendix C, pages 19 and 20 - Programs in Recreation Supervision, Electrical Technology, Industrial Laboratory Technology, Industrial Technology and Community Service Assistant should be indicated.
Appendix E, page 39 - Omit the unit for (any) math in the Medical Laboratory Technology Program. All technical programs require units of elementary algebra, plane geometry and intermediate algebra, a unit in laboratory science is strongly recommeded. The Programs in Recreation Supervision and Community Service Assistant require four units English, three units history, one unit (any) science and one unit (any) math for a total of eight units.

New York State Ranger School, Wanakena

The title of the New York State Ranger School is incorrectly listed on pages 17 and 39. The correct title should read, The New York State Ranger School of the State University of New York College of Forestry.
Appendix E, page 39 - Footnote should indicate that Practical Forestry is a one-year program.

Four-Year Institutions with Associate Degree Programs

Rochester Institute of Technology, Rochester

Appendix E, page 40 - Delete Secretarial, Rental, no such program is offered.

Downstate Institutions

Private Two-Year Institutions

Voorhees Technical Institute, New York

Appendix A, page 15 - The correct address of this institution should be 450 W. 41st Street, New York, New York.
Appendix D, page 21 - A program in Construction Technology should be indicated.
Appendix F, page 43 - Note that the listing of science requirements are in the wrong column. They should be listed under (any) science instead of s.s. hist. The requirements for Construction Technology are the same as for the other technologies.

Public Two-Year Institutions

Borough of Manhattan Community College, New York

Appendix D, pages 21 and 22 - Note that programs in International Trade and Travel, Insurance, Real Estate, Traffic and Shipping, and Sales Management will not be offered and should be deleted.

Apprndix F, page 44 - The above programs should be deleted from the curricula listings.

Bronx Community College, New York

Appendix D, page 21 - Programs in Data Processing should be indicated.

Appendix F, page 44 - Note corrections and addition of Secretarial, School and Data Processing Programs. Retail Business Management is the correct title for the listing entitled Retail Business Administration.

Programs	Eng.	S.S. Hist.	(Any) Sci.	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Bus. Admin.	4	1	2						1	1	½	½			2		12
Sec. School	4	1	1					1	1								8
Chem. Tech.	4	1	1		1a	1a			1	1	½	½					10
Plastics Tech	4	1	1		1a	1a			1	1	½	½					10
Elec. Tech.	4	1	1			1a	1a		1	1	½	½					10
Mech. Tech.	4	1	1			1a	1a		1	1	½	½					10
Med.Lab.Tech.	4	1	1		1a	1a			1	1	½	½					10
[e]Nursing	4	1	2[b]					1c	1								9
Data Process	4	1	1						1	1	½	½[d]					8½

[a]either... chemistry and biology very strongly recommended...[c]int. algebra highly desirable...
[d]Required for programming and systems specialization only ...[e]Subject to change in 1967 and 1968

New York City Community College, Brooklyn

Appendix F, page 46 - For programs in Dental Hygiene and Nursing there should be five units of (any) additional academic electives instead of language as indicated.

Four-Year Institutions with Associate Degree Programs

Pace College, New York

Appendix D, page 21 - The program in Chemical Technology has been discontinued and should be deleted. Programs in Biology and Chemistry leading to an Associate Degree have been tentatively planned but will not be available in 1966. Programs in Marketing and Nursing should be indicated, however, Nursing is offered only at the Westchester branch, located in Pleasantville, New York.

Appendix F, page 49 - The program in Marketing requires four units English, one unit ele, algebra, one unit geometry and five additional academic electives for a total of eleven units. The requirements for the Nursing program are as follows: four units English, one unit history, two units (any) science, one unit ele. algebra, one unit pl. geometry and four units of additional academic electives for a total of seventeen units.

Additional Corrections

Institutions listed in Appendix F, pages 44 to 47 are public institutions; not private as indicated by page headings.

Foreword

A major purpose as expressed in the New York State Plan for the Administration of Vocational Education under the Vocational Education Acts is to establish a pattern of program development which will insure access by persons of all ages to quality training and retraining opportunities in both secondary and post-secondary institutions. This study deals with the area of continuing education opportunities for the high school graduate in occupational programs.

Sixty-two public and private collegiate institutions in the state were visited to determine the specific high school unit admissions requirements to each of their programs preparing for occupational entry. By surveying and reporting these unit admissions requirements, as well as assessing opportunities for further study, it is hoped that high school guidance, instructional and administrative personnel can use the information compiled to encourage the vocationally talented student to continue his formal occupational education beyond high school graduation.

The direct support and assistance of Joseph R. Strobel, Assistant Commissioner for Occupational Education and Manpower Resources, was a major factor in getting this study underway. The cooperation of the Office of Higher Education, State Education Department, and the direct personal assistance of Sebastian V. Martorana, Executive Dean for Two-Year Colleges, State University of New York, made it possible to carry out the field investigation with the complete support and understanding of the schools and colleges themselves.

This study was conducted by the Bureau of Occupational Education Research under the direct supervision of Alan G. Robertson, Chief. College visitations and the preparation of the data were carried out by Livingston I. Smith, former Assistant Director of Admissions, State University of New York at Albany, and Research Consultant to the Bureau.

Carl E. Wedekind
Director of Research

PART I

PURPOSE OF THE STUDY

The overall purpose of this study is to increase the educational mobility of the secondary occupational program graduate through the dissemination of current, statewide information on the high school academic course units required for admissions consideration for associate degree college programs. In order to accomplish this, several more immediate purposes have been identified:

(a) To provide junior high school counselors with a current reference in order that 4-year high school programs for occupationally talented students can be planned to combine occupational education with minimum college required academic electives, so that their education can be continued at the post high school level.

(b) To indicate to counselors and occupational education teachers of high school juniors and seniors, the college opportunities currently available and the necessary academic electives to be completed in the time remaining before graduation for two-year college admissions consideration.

(c) To provide educational administrators with a research reference in their plans to modify occupational study time requirements at the high school level in order that required academic electives can be scheduled for students able to proceed to a community junior college.

(d) To provide college administrators of associate degree programs with statewide information on the status and trends in admissions requirements in similar institutions.

(e) To encourage associate degree colleges to provide more flexible admissions requirements consistent with those in other comparable institutions.

Background

During the summer of 1964, a panel of nationally known consultants reviewed the status of vocational education in New York State and made recommendations concerning the directions in which it should move during the period ahead. The preliminary report to the Commissioner of Education was an overview of occupational education in the State.[1] The need for post high school occupational education was underscored in one of the committee's conclusions: "Occupations will require more mental and fewer physical skills; entrance qualifications and the entry age will be higher and young workers will be more disadvantaged than at present. (There will be more workers) in professional, semi-professional and technical positions; and in clerical, personal and service occupations."

The employment trend is toward frictional unemployment, i.e., for workers to be seeking jobs and jobs to be seeking workers without the two being fitted for each other. This is due to the increasing technical or educational requirements of the job which the available labor force does not possess. This trend has been previously examined, but the committee takes further notice of it and its effect on the youth of New York State and states: "Inherent among the rights of every youth is that of opportunity to undertake pre-employment education suited to his needs, irrespective of where he lives or what he can afford to pay, with occupational education choices based upon careful and effective vocational guidance and counseling. If his home community is not able to provide it, it should be possible for him to obtain it elsewhere."

The committee continues to say: "Occupational education for persons who have left high school as graduates or dropouts and for adults who need upgrading or retraining should be provided in community colleges, 2-year agricultural-

[1] Occupational Education During the Period Ahead, (A Preliminary Report to the Commissioner of Education), November 20, 1964.

technical colleges or other designated post high school institutions. Such institutions should provide 2-year, full-time occupational curriculums culminating in the associate degree, and curriculums of 2 years or less for which diplomas or certificates are awarded. High school graduation should be required for admission to associate degree curriculums."

In New York State, the public educational system is conceived of as being in the form of a pyramid with our university centers and universities at the top. Ewald B. Nyquist, Deputy Commissioner of Education, cited this structure in his address to the annual meeting of the State University of New York Conference of Trustees and Council members of the Two-Year Colleges.[2] The Deputy Commissioner proceeded to note, "The broad base of this pyramid is composed of our system of community colleges (and I use that term to include the 2-year agricultural-technical colleges). It has been a... conviction to me, that if our educational system is to make sense and proceed in orderly and efficient expansion; if 4-year colleges and universities are to find their greatest usefulness; if the full demands for education are to be met; if the needs of industry and commerce are to be fulfilled--the answer will only be in the greatest possible expansion--on time--of the base of this system, namely, our community colleges."

Mr. Nyquist continued to say that he felt both the Regents of the State of New York and the State Education Department are ahead of both the communities and the community colleges, themselves, in recognizing the first importance of community colleges in improving the quality and equality of educational opportunity in this State.

---

[2] Room at the Bottom, Two--or--The Question of Quality in the Two-Year Colleges, (Address by Ewald B. Nyquist, Deputy Commissioner of Education, University of the State of New York, State Education Department), October 23, 1965.

In 1956 the Regents made their first* pronouncement on community colleges that received high public visibility:

> "Two-year comprehensive community colleges, characterized by low cost to the student, geographical availability and direct responsiveness to community needs, offering both transfer and technical-terminal programs, are considered to be the best single means of (a) accommodating future demands for higher education, (b) embracing the increasing heterogeneity of abilities represented in the students graduating from the secondary schools and (c) providing the education necessary for an emerging group of semiprofessional occupations. Community colleges have a meaning and a competence in their own right. They can provide, as well as technical-terminal education, competent preprofessional and general education instruction."[3]

*One is reminded that the Regents made a study and recommendations on the need for special post-secondary opportunities in the 1940s and established five Institutes of Applied Arts and Sciences in 1946. These were the experimental forerunners of the present community college system. Finally, it should be noted for the record that in 1956 the Regents recommended more general State financing of community colleges in order to induce and assist local sponsors in operating present and establishing new community colleges and to reduce costs further for the student.

The key word, both in this statement and in the overall conception of the community college movement, is "comprehensive." Dr. Edmund J. Gleazer, Jr., Executive Secretary of the American Association of Junior Colleges, has made the concept of the comprehensive community-junior college the keystone of the current expansive movement.[4]

Quality in the community-junior college is being measured in terms of the extent to which the institution fulfills the purposes for which it was established. Speaking to this point, Mr. Nyquist recognized the need of agreement in the conclusion that a community college fulfills its basic purpose and mission best when it reaches out, by its curriculum and its facilities, to

---

[3]Ibid.

[4]A New Social Invention, The Community College: What Is It? (Observations and guidelines concerning the two-year community college, its composition, objectives, its role in higher education), Edmund J. Gleazer, Jr., Executive Director, American Association of Junior Colleges, 1962.

accommodate all the aspirations and needs of the people within its geographic sphere of educational influence.[5]

It has been the experience both of the Chief, Bureau of Research and Evaluation in Occupational Education, as a past guidance counselor and director in New York State, and of the principal investigator, as an admissions officer at one of the State University Centers and Assistant Dean for student personnel at a private nondenominational co-education junior college, that the mobility of many high school graduates of occupational programs in business, distributive education, agriculture, home economics, trade and technical and general education programs in fine and industrial arts has been severely limited by various academic admissions requirements deemed necessary by community-junior colleges. At the same time, many high school vocational programs do not include all the academic units required for such admissions consideration.

This problem has been recognized and was underscored as one of the primary concerns of the Conference on Guidance in Vocational Education at Cornell University in June 1965. A number of vocational counselors participating expressed real apprehension that most high school freshmen and sophomores are too young and too unsettled to be lockstepped into dead-end, terminal high school vocational programs.[6] In this regard, it is important to note a slight decline in the proportion of New York secondary vocational-program graduates from Federally-funded programs going on to higher education. Exclusive of graduates of office occupations high school programs, 1963-64 evidenced a mobility rate of 22 percent continuing their education at post high school instruction; the 1964-65 mobility rate was reduced to 20 percent. This decline is occurring at a time

---

[5]Loc. cit.

[6]Proceedings of the Institute Concerning Vocational Guidance in Vocational Education, (Report of Cornell University Conference, Ithaca), June 1965.

when the total percent of high school graduates continuing in higher education is increasing.[7]

Much time has been invested on studies of student mobility, little of which has been directed toward the occupational program graduate and his articulation between high school and the two year colleges. Dr. Kenneth Doran, Associate Executive Dean for Two-Year Colleges, State University of New York, was interviewed and summarized his thoughts in a memorandum. Dr. Doran noted: "A prime merit of your study, as I see it, is that it brings into focus the high school graduate of the noncollege preparatory program. Some of the two-year colleges have been criticized for denying admission to such high school graduates. Perhaps your inquiry will sensitize the college on this issue in a new way."

In view of a lack of information on post high school opportunity and, at the same time, increasing pressures on job seekers for post high school training, this study was recommended for immediate implementation during the fall of 1965. Its purpose was to determine the minimum number of academic electives which graduates of high school programs would have to present in order to be considered for admission into the various less-than-baccalaureate college programs in New York State institutions which prepare for occupational entry.

As defined for this study, academic electives are those academic courses taken in addition to the "Group I" core units required for a New York State Regents or local high school diploma (see page 8)

Method

During the planning phase of this project, contacts were made with several executive officers of both the Education Department and the State University soliciting suggestions and support.

---

[7]Follow-up of Graduates of Federally Funded Vocational Programs, (Report of Office of Vocational Instructional Services to Federal Government), June 1965 and June 1964.

Letters introducing the study and soliciting institutional cooperation were sent to the chief executive officers of 65 institutions within New York State which were reported to have full-time associate-degree programs preparing for occupational entry. Dr. Allan A. Kuusisto, Assistant Commissioner for Higher Education, initiated the letters to the privately controlled colleges and Dr. S. V. Martorana, Executive Dean for Two-Year Colleges, the State University of New York, contacted the public colleges. Copies of this correspondence were sent to the respective directors of admissions.

The personal interview was selected as the method of information gathering. It was felt that variance would be quite measurable between colleges offering similar programs and between different programs in the same college; also, the investigator would be confronted with differentiating between "required," "preferred" and "recommended" admission requirements. It was also anticipated that the interview would disclose new additions and deletions in program offerings.

Appointments were then made directly with the various directors of admissions establishing dates and times for each campus visit, and individual college catalogues were checked beforehand for any definitive statements on admissions requirements and course changes.

During the interview the admissions officer of each college was asked to evaluate typical high school occupational graduates' programs, and to comment on each according to those unit prerequisites deemed essential for admissions consideration; theoretical high school transcripts were prepared for an applicant to each occupational program offered at the college under visitation. Other administrative personnel, such as deans, department heads, etc., often joined the investigator and the admissions officer.

The specific points listed below were the bases of the interview:

(a) Additional high school academic units required beyond the State-mandated graduation minimum for admissions consideration.

"Group I" State-mandated academic unit minimums are as follows:

	Upstate New York	New York City*
English	4	4
Social Studies	3-4	Vary with type of diploma issued
Science	1	Vary with type of diploma issued
Mathematics	1	Vary with type of diploma issued
	9-10	

*Requirements for a "Regents" diploma do not vary between Upstate New York and New York City. "Local" diploma requirements are enumerated in this chart.

(b) Number of 1965 freshmen admitted who presented occupational high school programs.

(c) Priorities which take precedence in each college's admissions consideration.

(d) Consideration given to applicants presenting only the State-required minimum of academic units, if space is available and the applicants meet or exceed all other standards of admission.

(e) Methods by which applicants otherwise qualified can remedy a required subject-matter unit deficiency;

(1) high school summer school, to be completed before matriculation,

(2) collegiate summer school,

(3) regular-session remedial courses,

(4) evening remedial courses

(5) "pre-tech" programs.

(f) Subject-matter areas in which remedial courses are offered and whether or not these courses carry college credit.

(g) Exceptions to normal academic preparation requirements which are

made for applicants presenting other evidence of good ability, such as college admissions test results, above-average high school grades, etc.

(h) Effect of the level or ability grouping of an individual high school subject course has on an applicant's chance for admission consideration.

(i) Changes or trends foreseen in the availability of admissions consideration for the secondary graduate from business, agricultural, home economics, industrial arts or trade-technical programs.

The information received was recorded on the transcript form; a single form for each individual college program. This facilitated the subsequent job of cross-referencing information by institutions, by collegiate programs and by secondary preparation.

During the writing of this study report, final checks were made with several of the institutions in cases in which there was a need of clarification or expansion. Dr. Kenneth J. Doran, Associate Executive Dean for Two-Year Colleges, of the State University of New York, assisted in the checking of curricular nomenclature at the public institutions to ensure the use of approved titles.

All two year colleges in New York State offering associate degree vocational programs are listed in Appendix A. The colleges are grouped under the categories of private and public institutions. All baccalaureate institutions offering such programs are listed in Appendix B.

Appendix C and D are curriculum directories for Upstate and New York City colleges respectively, identifying all occupational programs offered. They are constructed so that they may be used to identify all available courses at any single institution or all institutions offering any particular course.

Appendix E and F supply, by institution and for each program offered, the specific high school academic-unit requirements necessary for admissions consideration.

Appendix G gives a compilation of the information received from the various colleges on the specific points (b through i) of the interview as enumerated on pages 8 and 9 earlier in this report.

Sixty-two institutions are listed--their separate curriculums numbering approximately 450.

PART II

HANDBOOK REFERENCES

This collected data may be used as an admissions handbook for statewide distribution to guidance counselors and vocational program directors. Particularly helpful are cross-references; the first by student vocational preparation by high school program against admissions units of every two-year college program in New York State. A second cross-reference is by institution--each institution having a breakdown of the programs offered and the high school occupational-program students it would consider in terms of their units of high school preparation.

In addition to the cross-referenced sections of the handbook, there is a summary of the general admissions policies and practices found as well as an identification of the obvious trends. Such supplementary information, used with the cross-referenced sections of the handbook as a base, should be valuable for use as a predictive tool for future counseling, program advisement and construction of secondary students programs. The information is dated 1965-66 so that the basic material in the cross-referenced sections and the trend patterns found can be used in the proper chronological perspective.

<u>The handbook in no way guarantees admissions to students with the required course preparation</u>. The reader must take note of the importance of grades, test scores, interviews, recommendations and other admissions criteria which must also

be met or exceeded before admission is granted. This information may not be construed as a commitment on the part of the participating institutions.

As far as is known the included information is the only current guide for vocational student guidance counselors. It is hoped that the results will enable the counselors to determine which are the most critical academic electives for the students to take, as well as being a source of available college programs leading to entry occupations.

The study might also serve as the basis for a high school, two-year college conference or occupational-graduate mobility and/or a series of state-wide workshops. Such workshops would be directed toward more meaningful articulation between the high school vocational guidance counselors and the college admissions officers.

Points of Reference for Counselors

There are three points of reference which must be made positive before the reader can make accurate use of the institutional and curricular information.

First, this report is current as of September 1965 and is accurate for the admissions year 1965-66. Changes must be anticipated in the time forthcoming.

Second, this report is concerned with only one phase of admissions to college--the required secondary academic-course requirements. It must be realized that nothing contained herein is in any way a commitment or guarantee of admission or of admissions consideration by the participating institutions. As stated earlier, the basic assumption upon which this study was pursued was that any applicant would, in addition to presenting the necessary high school courses, meet or exceed each and every other admissions criteria. Test scores, rank in class, high school grades, interview results, recommendations, and many other prerequisites play their part in the admissions function.

The purpose of this study is to indicate the higher education paths open to the high school occupational-program student.

Third, in case of questions on the part of readers, it is requested that answers be sought from the primary source of the information--the individual college of interest. Both the State Education Department and the colleges desire to assist college consideration through this report; only the individual colleges can give the most current information to interested persons and it is to the director of admissions at each institution that questions should be directed.

Recommendations for Further Study

Several recommendations for further study have evolved out of discussions with various officials and out of the project field work.

Dr. S. V. Martorana, Executive Dean for Two-Year Colleges, SUNY, suggested a follow-up study of secondary occupational-program graduates. It would be necessary to identify a sample of the population and investigate what actually happened to them in their quest for further study. This would involve an analysis of the actual content of their high school preparation, and an analysis of how their applications for further study in the community colleges, technical institutes and perhaps in some selected four-year institutions, are actually processed and used as a basis for deciding whether or not the applicant will be admitted to the collegiate-level institution.

Dr. James Spence included several suggestions on a memorandum. As Director of the State University admissions program, Dr. Spence identified several additional areas for consideration: "It seems to me that a valuable adjunct to this study would be a description of the financial aid programs at the colleges or the financial limitations to which the applicant must conform. In my judgment, the student in high school occupational programs is more apt to come from the

less well-to-do strata of our communities than the youngster who is enrolled in the college preparatory program. As a consequence, his financial problems are frequently more critical than his problems of academic preparation, particularly when the college course in which he is interested is a logical extension of his occupational major sequence in high school. In other words, an understanding on the part of the high school guidance counselor of the financial resources available to his counselees at the two-year colleges may very well be as important or more important perhaps than knowledge of the subject matter unit requirements for admission. In view of the source of funds to support this study, and the State and Federal Government's efforts to extend financial aid to needy students, I would hope that this additional aspect of the study might receive some attention.

Another logical extension of the study, as I understand it, would be a survey of the success of vocational programs graduates at the two-year colleges, with some effort being made to differentiate between those who have met the minimal admissions prerequisites and those who have completed more than the minimum requirements during their years in high school. Further, it would be helpful to equate vocational program graduates with academic program graduates in terms of their high school preparation to determine whether there is any significant difference in their level of achievement at college. Under the present operating conditions in most college admissions offices, I can foresee no likelihood of any carefully structured study being made of the validity of differentiated entrance requirements for the two categories of secondary school graduates. While this is regrettable, there are too many other pressing questions for this to receive early attention. Consequently, I would hope that this might be a general area of inquiry.

There is another dimension in the qualifications of the applicant which might also merit your attention--the socioeconomic background of the student. With some measure of this characteristic included in the data which you will be

gathering, it might then be possible to determine whether a difference in this variable has some significant relationship with either the admissibility or the success of the student at college, other qualifications being equivalent. Here again, if we can safely assume some difference in socioeconomic backgrounds between the typical academic and typical vocational program students, the extra-class adjustments which the students must make in college are particularly significant, and undoubtedly have a bearing on the scholastic success of the student."

Appendix A

Two-Year Colleges With One or More Programs Preparing for Occupational Entry

PRIVATE

1. Academy of Aeronautics, La Guardia Airport, New York
2. Bennett College, Millbrook
*3. Briarcliff College, Briarcliff Manor
4. Cazenovia College, Cazenovia
5. Concordia Collegiate Institute, 171 White Plains Road, Bronxville
6. Elizabeth Seton College, 1061 Broadway, N., Yonkers
7. Immaculata College, 5286 South Park Avenue, Hamburg
8. Junior College of Albany, 140 New Scotland Avenue, Albany
9. Maria College of Albany, 634 New Scotland Avenue, Albany
10. Maria Regina College, 1024 Court Street, Syracuse
11. Packer Collegiate Institute, 170 Joralemon Street, Brooklyn
12. Paul Smith's College of Arts and Sciences, Paul Smith
13. Sancta Maria College, 110 Red Jacket Parkway, Buffalo
14. Villa Maria College at Buffalo, 600 Doat Street, Buffalo
15. Voorhees Technical Institute, 303-319 East 66th Street, New York
16. William H. Miner Agricultural Research Institute, Chazy

PUBLIC

1. Agricultural & Technical College at Alfred, Alfred
2. Agricultural & Technical College at Canton, Canton
3. Agricultural & Technical College at Cobleskill, Cobleskill
4. Agricultural & Technical College at Delhi, Delhi
5. Agricultural & Technical College at Farmingdale, Farmingdale
6. Agricultural & Technical College at Morrisville, Morrisville

7. Adirondack Community College, Hudson Falls
8. Auburn Community College, Franklin Street, Auburn
9. Borough of Manhattan Community College, 134 West 51st Street, New York
10. Bronx Community College, 120 East 184th Street, New York
11. Broome Technical Community College, Binghamton
12. Corning Community College, Corning
13. Dutchess Community College, Pendell Road, Poughkeepsie
14. Erie County Technical Institute, Main and Youngs Road, Buffalo
15. Fashion Institute of Technology, 227 West 27th Street, New York
16. Fulton-Montgomery Community College, West Montgomery Street, Johnstown
17. Hudson Valley Community College, Vandenburgh Avenue, Troy
18. Jamestown Community College, 525 Falconer Street, Jamestown
19. Jefferson Community College, P. O. Box 255, Watertown
20. Kingsborough Community College, Sheepshead Bay-Manhattan Beach, Brooklyn
21. Mohawk Valley Community College, 1101 Sherman Drive, Utica
22. Monroe Community College, 410 Alexander Street, Rochester
23. Nassau Community College, Stewart Avenue, Garden City
24. New York City Community College of Applied Arts & Sciences, 300 Pearl Street, Brooklyn
25. Niagara County Community College, 430 Buffalo Avenue, Niagara Falls
26. Onondaga Community College, Midtown Plaza, 700 East Water Street, Syracuse
27. Orange County Community College, 115 South Street, Middletown
28. Queensborough Community College, Bayside
29. Rockland Community College, 145 College Road, Suffern
30. Staten Island Community College, 50 Bay Street, Staten Island
31. Suffolk County Community College, 533 College Road, Selden
32. Sullivan County Community College, South Fallsburgh

33. Ulster County Community College, 214 West Chestnut Street, Kingston

34. Westchester Community College, 75 Grasslands Road, Valhalla

#35. SUNY College of Forestry, Ranger School, Wanakena

*Briarcliff College was chartered as a four-year college in the Fall of 1964 and will graduate its first class in June 1966.

#The Ranger School is not chartered as a two-year college, and offers a one-year diploma program. However, certain of its courses are transferrable to the SUNY School of Forestry at Syracuse University.

Appendix B

Four-Year Institutions with Associate Degree Curricula for Occupational Entry

1. Elmira College, Elmira
2. Finch College, 52 East 78th Street, New York
3. Houghton College, Houghton
4. The King's College, Briarcliff Manor
5. New York Institute of Technology, 135-145 West 70th Street, New York
6. Pace College, 41 Park Row, New York
7. Queens College, 6530 Kissena Boulevard, Flushing 67
8. Rochester Institute of Technology, 65 Plymouth Avenue, S., Rochester
9. SUNY at Buffalo, 3435 Main Street, Buffalo
10. SUNY College of Agriculture at Cornell University, Ithaca
11. SUNY Upstate Medical Center, College of Medicine, 766 Irving Avenue, Syracuse

Note: Briarcliffe College should now be considered a four-year institution. However, it had not yet graduated its first baccalaureate class at the time this study was conducted.

Appendix C

Upstate New York Institutions
Curriculum Directory

Full-Time, Day Programs

	Bennett College	Briarcliff College	Cazenovia College	Concordia Collegiate Institute	Elizabeth Seton College	Immaculata College	Junior College of Albany	Maria College of Albany	Maria Regina College	Paul Smith's College	Queen of the Apostles College	Sancta Maria College	Villa Maria College at Buffalo	Wm. H. Miner Agri. Research Inst.	Ag. & Tech. College at Alfred	Ag. & Tech. College at Canton	Ag. & Tech. College at Cobleskill	Ag. & Tech. College at Delhi	Ag. & Tech. College at Farmingdale	Ag. & Tech. College at Morrisville	Adirondack Community College	Auburn Community College	Broome Technical Community College	Corning Community College	Dutchess Community College	Erie County Technical Institute	Fulton-Montgomery Community College	Hudson Valley Community College	Jamestown Community College	Jefferson Community College	Mohawk Valley Community College	Monroe Community College	Nassau Community College	Niagara County Community College	Onondaga Community College	Orange County Community College	Rockland Community College	Suffolk County Community College	Sullivan County Community College	Ulster County Community College	Westchester Community College	Elmira College	Houghton College	The King's College	Rochester Inst. of Technology	SUNY at Buffalo	SUNY Col. of Ag., Cornell Univ.*	SUNY Col. of Forestry, Rang. Sch.*	SUNY Upstate Medical Center
Advertising Art & Design																																																
Advertising Design and Production																																															
Architectural Design				X																																										
Cartography																																														
Commercial Art																																														
Agricultural Business																																														
Agricultural Engineering Technology																																														
Agricultural Power Machinery																																														
Agricultural Research*																																														
Agronomy																																														
Agricultural Science																																														
Agricultural Structures & Electrification																																														
Animal Husbandry																																														
Animal Science																																														
Crop Production																																														
Dairy Farming																																														
Dairy Industry																																														
Dairy Technology																																														
General Agriculture																																														
Pomology																																														
Poultry Farming																																														
Poultry Husbandry																																														
Child Development-Family Relationships	X	X																																												
Correction Administration																																														
Dental Hygiene																																														
Dental Assisting Technology																																														
Dietetics																																														
Food Processing Technology																																														
Food Service Administration																																														
Hotel Administration																																														
Hotel Technology																																														
Institutional Foods																																														
Library Technology Assistant																																														
Medical Laboratory Technology																																														
Medical Office Assistant																																														
Missionary Training																																														
Nursery Education																																														
Police Science																																														
Recreation Supervision																																														
Restaurant Management																																														
Inhalation Therapy																																														
Manual Arts Therapy	X																																													
Occupational Therapy	X																																													
Nursing (R.N.)	X																																													
Ophthalmic Dispensing																																														
Practical Nursing																																														

Appendix C
Upstate New York Institutions
Curriculum Directory
Full-Time, Day Programs

| Public Health Technology-Environmental | Public Health Technology-Radiological | X-ray Technology | Biological Technology | Floriculture Merchandising | Floriculture Production | Landscape Development | Nursery Management | (Ornamental) Horticulture | Accounting | Banking, Insurance, Real Estate | Business Administration | General Business | Marketing | Retail Business Management | Retailing-Merchandising | Secretarial Science (All options) | Data Processing | Air Conditioning Technology | Aircraft Operations Technology | Automotive Technology | Building Construction Technology | Chemical Technology | Civil Technology | Construction Technology | Data Processing Technology | Deisel-Gas Turbine Technology | Electrical Technology | Electronic Communications | Engineering Technology | Highway Technology | Industrial Laboratory Technology | Industrial Instrumentation Technology | Industrial Technology | Marine Technology | Measurement Science | Mechanical Design | Mechanical Design-Product and Machine | Mechanical Equipment for Buildings | Mechanical Power Technology | Mechanical Technology | Metallurgical Technology | Optical Technology | Photographic Technology | Forestry | Practical Forestry | Wood Utilization Technology | |
|---|---|---

APPENDIX D

New York City Institutions Curriculum Directory

Full-Time, Day Programs

	Academy of Aeronautics	Packer Collegiate Institute	Voorhees Technical Institute	Borough of Manhattan Community College	Bronx Community College	Fashion Institute of Technology	Kingsborough Community College	New York City Community College	Queensborough Community College	Staten Island Community College	Finch College	New York Institute of Technology	Pace College	Queens College (C.C.N.Y.)
Aerospace Design Technology	X													
Aerospace Maintenance Technology	X											X		
Air Conditioning Technology			X											
Applied Physics												X		
Architectural Technology - Design												X		
Automotive Technology			X											
Biological Technology												X		
Chemical Technology					X			X					X	
Computer Technology												X		
Construction Technology								X						
Electrical Technology					X			X	X	X				
Electronics Technology	X		X											
Heating-Refrigeration-Air Conditioning												X		
Industrial Engineering Technology												X		
Industrial Laboratory Technology										X				
Lithographic Technology			X											
Materials Processing Technology			X											
Mechanical Technology					X			X	X	X				
Plastics Technology					X									
Product and Machining Design												X		
Accounting				X	X		X	X	X	X			X	
Advertising				X										
Banking				X			X							
Business Administration							X			X				
Commercial Art								X						
Commercial Arts-Radio and Television Production												X		
Drawing-Painting											X			
Data Processing				X										
Fashion-Apparel Design-Pattern Drafting											X			
Fashion Communications						X								
Design: Illustration, Advertising						X								
Interior, Textile						X								
Apparel						X								
Fashion: Buying, Merchandising						X								
Mgmt. Eng'g. Tech; Textile Admin. & Sales						X								
Fashion Display and Photography						X								
Graphic Arts & Advertising Technology								X						
International Trade and Travel				X										
Insurance				X			X							
Hotel Technology								X						

APPENDIX D

New York City Institutions Curriculum Directory

Full-Time, Day Programs

	Academy of Aeronautics	Packer Collegiate Institute	Voorhees Technical Institute	Borough of Manhattan Community College	Bronx Community College	Fashion Institute of Technology	Kingsborough Community College	New York City Community College	Queensborough Community College	Staten Island Community College	Finch College	New York Institute of Technology	Pace College	Queens College (C.C.N.Y.)
Journalism											X			
Management												X		
Marketing				X					X					
Management and Sales								X						
Retail								X						
Merchandising											X			
Real Estate				X			X							
Retail Business Management					X		X							
Secretarial Science	X		X	X		X	X	X						
Small Business Operation			X											
Traffic and Shipping			X											
Sales Management			X											
Dental Hygiene								X						
Dental Laboratory Technology								X						
Medical Laboratory Technology					X			X						
Nursing					X		X	X		X				X

Appendix E

Upstate New York Institutions
Minimum Admissions Entry Units by Respective Curricula

Private Two-Year
Public Two-Year
Four-Year

Upstate New York Institutions and Respective Curricula
Private Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Bennett College, Millbrook																	
Child Study	4	3	2[a]						1	1[b]	1[b]					4	15
Secretarial-Overseas Serv.	4	3	2[a]						1	1[b]	1[b]					4	15
Briarcliff College, Briarcliff Manor*																	
Child Development	4	3	1					1[c]								7	16
Cartography	4	3	1					1[c]								7	16
Cazenovia College, Cazenovia																	
Child Development-Family Relationships	4	3	1					1[c]									9
Merchandising	4	3	1					1[c]									9
Nursing	4	3	1					1[c]									9
Secretarial, Dental	4	3	1					1[c]									9
Secretarial, Medical	4	3	1					1[c]									9
Concordia College, Bronxville																	
Secretarial, General	4	3	2						1	1						3	14
Secretarial, Medical	4	3	2						1	1						3	14
Elizabeth Seton College, Yonkers																	
Merchandising	4	3	1					1	1						2		12
Secretarial Science	4	3	1					1	1						2		12
Immaculata College, Hamburg																	
Secretarial	4	3	1					1									9

[a] One laboratory science required. [b] Either. [c] Must be college-preparatory mathematics.

Regents required of N.Y.S. Students. *See note Appendix B-1.

NOTE: This information reflects only one area of admissions consideration--high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Upstate New York Institutions and Respective Curricula
Private Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Junior College of Albany, Albany																	
General Business	4	3	1					1									9
Nursery Education	4	3	1					1									9
Nursing	4	3	1			1										3	12
Retailing	4	3	1					1									9
Secretarial Science	4	3	1					1									9
Maria College, Albany																	
Secretarial	4	3	1					1								1	10

NOTE: This information reflects only one area of admissions consideration--high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Upstate New York Institutions and Respective Curricula
Private Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Maria Regina College, Syracuse																	
Library Technical Assistant	4	2	1					1									8
Merchandising	4	2	1					1									8
Nursery Education	4	2	1					1									8
Secretarial	4	2	1					1									8
Paul Smith's College, Paul Smiths																	
Forestry - Terminal	4	3	1		1				1		1[a]	1[a]					11
Forestry - Pre-professional	4	3	1		1	1			1	1	1[a]	1[a]					13
Hotel Administration - Terminal	4	3	2					2									11
Hotel Administration - Pre-professional	4	3	1		1	1			1	1	1[a]	1[a]					13
Sancta Maria Junior College, Buffalo																	
Nursing	4	3	1		1[a]	1[a]		2									11
Secretarial - Executive	4	3	1					1									9
Secretarial - Medical	4	3	1					1									9
Villa Maria College, Buffalo																	
Dietetics	4	3	1					1[b]	1						2		12
Nursing	4	3	1					1[b]	1						2		12
Secretarial - Executive	4	3	1					1[b]	1						2		12
Secretarial - Legal	4	3	1					1[b]	1						2		12
Secretarial - Medical	4	3	1					1[b]	1						2		12
William H. Miner Agricultural Research Institute, Chazy																	
Agricultural Research[1]																	

[a]Either [b]Any additional college-preparatory mathematics [1]Diploma program, associate degree not awarded

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration

Upstate New York Institutions and Respective Curricula
Public Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Agricultural & Technical College at Alfred, Alfred																	
Agricultural Business	4	3	1					1									9
Agricultural Science	4	3	1			1			1	1[a]	1[a]						11
Agronomy	4	3	1					1									9
Animal Husbandry	4	3	1					1									9
Dairy Industry	4	3	1					1									9
General Agriculture	4	3	1					1									9
Agricultural Power Machinery	4	3	1					1									9
Agricultural Structures Electrification	4	3	1					1									10
Air Conditioning Technology	4	3	1						1	1[a]	1[a]						9
Accounting	4	3	1						1								
Business Administration	4	3	1						1								9
Marketing	4	3	1						1								9
Secretarial - Executive	4	3	1						1	1[a]	1[a]						12
Secretarial - Medical	4	3	1		1	1			1	1	1						12
Construction Technology	4	3	1				1		1								9
Data Processing	4	3	1				1		1	1	1						12
Electronic Communication	4	3	1				1		1	1[a]	1[a]						12
Industrial Controls	4	3	1						1	1[a]	1[a]						10
Industrial Technology	4	3	1						1	1[a]	1[a]						10
Measurement Science	4	3	1				1		1	1	1						12
Diesel-Gas Turbine Techno.	4	3	1				1		1	1	1						12
Mechanical Design-Product and Machine Design	4	3	1				1		1	1	1						12
Mechanical Technology-Design and Drafting	4	3	1						1	1[a]	1[a]						12
Medical Laboratory Techno.	4	3	1		1	1			1	1[a]	1[a]						12
Nursing	4	3	1		1	1			1	1[a]	1[a]						12
Horticulture Merchandising	4	3	1					1									9
Horticulture Production	4	3	1					1									9
Landscape Development	4	3	1					1									9

[a]Either

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Upstate New York Institutions and Respective Curricula
Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Agricultural and Technical College at Canton, Canton																	
Agricultural Business	4	3	2[a]					1[d]									10
Agricultural Science	4	3	1		1[b]	1[b]		1[d]	1								11
Dairy Technology	4	3	2[a]					1[d]									10
General Agriculture	4	3	2[a]					1[d]									10
Agricultural Engineering Technology	4	3	2[a]					1[d]									10
Air Conditioning Technology	4	3	1						1	1							10
Automotive Technology	4	3	1						1	1							10
Accounting	4	3	1					1[d]	1								10
Banking, Insurance and Real Estate	4	3	1					1[d]									9
Business Administration	4	3	1					1[d]	1								10
Secretarial Science	4	3	1					1[d]	1								10
Construction Technology	4	3	1						1	1							10
Data Processing Technology	4	3	1					1[d]	1								10
Electrical Technology	4	3	1			1[c]	1[c]		1	1	1						12
Food Service Administration	4	3	1					1[d]									9
Hotel Technology	4	3	1					1[d]									9
Mechanical Design	4	3	1			1[c]	1[c]		1	1	1						12
Nursing	4	3	1		1	1			1	1							12
Agricultural & Technical College at Cobleskill, Cobleskill																	
Agricultural Business	4	3	1					1									9
Agronomy	4	3	1					1									9
Dairy Technology	4	3	1					1									9
Animal Husbandry	4	3	1					1									9
Agricultural Engineering Technology	4	3	1					1									9

[a]Vocational agriculture may be substituted for one science [b]Either [c]Physics (preferred) or Chemistry [d]Elementary Algebra Preferred

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration

Upstate New York Institutions and Respective Curricula
Public Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Agricultural & Technical College at Cobleskill, con't.																	
Accounting	4	3	1					1									9
Business Administration	4	3	1					1									9
Secretarial	4	3	1					1									9
Data Processing	4	3	1						1	1							10
Institutional Foods	4	3	1					1									9
Restaurant Management	4	3	1					1									9
Industrial Laboratory Technology	4	3	1		1	1[a]	1[a]		1	1	1						13
Nursery Education	4	3	1					1									9
Ornamental Horticulture	4	3	1					1									9
Agricultural & Technical College at Delhi, Delhi																	
Agricultural Business	4	3	1						1[b]								9
Animal Husbandry	4	3	2[c]						1[b]								10
Animal Science	4	3	2[d]		1				1	1[b]	1[b]						12
Dairy Technology	4	3	1		1				1[b]								10
General Agriculture	4	3	1		1				1[b]								10
Agricultural Engineering Technology	4	3	1		1	1[b]	1[b]		1	1	1						13
Accounting	4	3	1					1	1								10
Business Administration	4	3	1					1	1								10
Marketing	4	3	1					1	1								10
Secretarial	4	3	1					1									9
Civil Technology	4	3	1				1	1	1[b]	1[b]							11
Building Construction	4	3	1				1	1	1[b]	1[b]							11
Mechanical Equip. for Bldgs	4	3	1				1	1	1[b]	1[b]							11
Institutional Foods	4	3	1		1				1[b]								10
Restaurant Management	4	3	1		1			1									10
Hotel Technology	4	3	1		1			1									10

[a]Either [b]Business Mathematics may be substituted [c]Voc. Agric. may be substituted for one science [d]One lab science additional

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Upstate New York Institutions and Respective Curricula
Public Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Agricultural & Technical College at Farmingdale, Farmingdale																	
Advertising Art & Design	4	3	1					1								2[a]	9
Agronomy	4	3	2[b]						1	1							11
Animal Science	4	3	2[b]						1	1							11
Poultry Husbandry	4	3	2[b]						1	1							11
Air Conditioning Technology	4	3	1				1		1	1	1						12
Aircraft Operations Techno.	4	3	1				1		1	1	1						12
Business Administration	4	3	1						1	1							10
Marketing	4	3	1						1	1							10
Secretarial - Advertising	4	3	1						1								9
Secretarial - Industrial	4	3	1						1	1							10
Secretarial - Legal	4	3	1						1								9
Secretarial - Medical	4	3	1						1								9
Chemical Technology	4	3	1			1	1		1	1	1						13
Construction Technology	4	3	1				1		1	1	1						12
Dental Hygiene	4	3	1		1	1			1								11
Electrical Technology	4	3	1				1		1	1	1						12
Dental Hygiene	4	3	1		1	1			1								11
Electrical Technology	4	3	1				1		1	1	1						12
Food Processing Technology	4	3	2[b]						1	1							11
Highway Technology	4	3	1				1		1	1	1						12
Mechanical Power Technology	4	3	1				1		1	1	1						12
Biological Technology	4	3	2[b]						1	1							11
Floriculture Mechandising	4	3	2[b]						1	1							11
Floriculture Production	4	3	2[b]						1	1							11
Landscape Development	4	3	2[b]						1	1							11
Nursery Management	4	3	2[b]						1	1							11
Photographic Technology	4	3	1				1		1	1	1						12
Police Science	4	3	2[b]						1								10
Nursing	4	3	2[b]						1								10

[a]Other preferred [b]One laboratory science

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Upstate New York Institutions and Respective Curricula
Public Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Agricultural & Technical College at Morrisville, Morrisville																	
Agricultural Business	4	3	1		1				1								10
Agricultural Science	4	3	1		1				1								10
Agronomy	4	3	1		1				1								10
Animal Husbandry	4	3	1		1				1								10
Dairy Technology	4	3	1						1								9
Horticulture	4	3	1		1				1								10
Agricultural Engineering Technology	4	3	1		1	1[a]	1[a]		1	1	1[a]						12
Automotive Technology	4	3	1		1		1[b]		1	1							11
Accounting	4	3	2						1	1							11
Business Administration	4	3	2						1								10
Secretarial	4	3	2					1									10
Data Processing	4	3	2						1	1	1						12
Electrical Technology	4	3	1		1				1	1							11
Food Processing Technology	4	3	1		1				1	1							11
Food Service Administration	4	3	1		1				1								10
Industrial Instrumentation Technology	4	3	1		1				1								10
Mechanical Technology	4	3	1		1				1								10
Medical Laboratory Techno.[3]	4	3	1		1	1			1	1	1						13
Nursing	4	3	1			1			1	1							11
Wood Utilization Technology	4	3	1						1	1							10
Practical Nursing[4]	4	3	1					1									9
Adirondack Community College, Hudson Falls																	
Accounting	4	3	1					1									9
Business Administration	4	3	1					1									9
Marketing	4	3	1					1									9

[a]Intermediate Algebra or Mathematics 11 or Chemistry or Physics

[b]Physics strongly recommended; applicant pressure makes this a de facto requirement.

[3]Regents required

[4]One-year diploma program

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Upstate New York Institutions and Respective Curricula
Public Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Adirondack Community College, Hudson Falls, con't.																	
Secretarial, General	4	3	1					1									9
Secretarial, Medical	4	3	1					1									9
Nursing	4	3	1					1								1	10
Auburn Community College, Auburn																	
Accounting	4	3	1						1								9
Business Administration	4	3	1						1								9
Retail Business Management	4	3	1						1								9
Secretarial	4	3	1						1								9
Industrial Laboratory Technology	4	3	1						1								9
Broome Technical Community College, Binghamton																	
Accounting	4	3	1						1								9
Business Administration	4	3	1						1								9
Marketing	4	3	1						1								9
Secretarial, Executive	4	3	1						1								9
Secretarial, Industrial	4	3	1						1								9
Chemical Technology	4	3	1		1				1	1	1						12
Civil Technology	4	3	1				1		1	1	1						12
Dental Hygiene	4	3	1						1								9
Electrical Technology	4	3	1				1		1	1	1						12
Mechanical Technology	4	3	1				1		1	1	1						12
Medical Office Assistant	4	3	2[a]						1								10
X-Ray Technology	4	3	3[b]						1	1[c]	1[c]						12

[a]One laboratory science [b]Two laboratory sciences [c]Either

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Upstate New York Institutions and Respective Curricula
Public Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Corning Community College, Corning																	
Business Administration	4	3	1					1									9
Secretarial, Executive	4	3	1					1									9
Secretarial, Industrial	4	3	1			1[a]	1[a]	2[b]	1						2		14
Mechanical Technology	4	3	1			1[a]	1[a]		1	1	1						12
Nursing	4	3	1		1[a]	1[a]			1	1[a]	1[a]						11
Dutchess Community College, Poughkeepsie																	
Architectural Design	4	3	1					1									9
Accounting	4	3	1					1									9
Business Administration	4	3	1					1									9
Retail Business Management	4	3	1					1									9
Secretarial	4	3	1					1									9
Chemical Technology	4	3	1					1									9
Commercial Art	4	3	1					1									9
Data Processing	4	3	1					1									9
Dental Assisting Technology	4	3	1					1									9
Electrical Technology	4	3	1					1									9
Mechanical Design	4	3	1					1									9
Nursery Education	4	3	1					1									9
Nursing	4	3	1					1									9
Erie County Technical Institute Buffalo																	
Business Administration	4	3	1					1									9
Secretarial, Executive	4	3	1					1									9
Chemical Technology	4	3	1			1[a]	1[a]		1	1	1						12
Construction Technology	4	3	1				1		1	1	1						12
Data Processing	4	3	1						1	1	1						11

[a]Either [b]Two additional units of college-prep math

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Upstate New York Institutions and Respective Curricula
Public Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Erie County Technical Institute Buffalo, con't.																	
Dental Hygiene	4	3	1			1			1								10
Electrical Technology	4	3	1				1		1	1	1						12
Food Service Administration	4	3	1						1								9
Industrial Technology	4	3	1				1		1	1	1						12
Mechanical Technology	4	3	1				1		1	1	1						12
Medical Laboratory Techno.	4	3	1			1			1	1	1						12
Medical Office Assistant	4	3	1						1								9
Metallurgical Technology	4	3	1			1			1	1	1						12
Opthalmic Dispensing	4	3	1						1	1	1						11
Recreation Supervision	4	3	1						1								9
Fulton-Montgomery Community College, Johnstown																	
Accounting	4	3	1					1									9
Business Administration	4	3	1					1									9
Secretarial	4	3	1					1									9
Electrical Technology	4	3	1					1									9
Hudson Valley Community College, Troy																	
Air Conditioning Techno.	4	3	1				1		1	1[a]	1[a]						11
Automotive Technology	4	3	1				1		1	1[a]	1[a]						11
Accounting	4	3	1					1									9
Banking, Insurance and Real Estate	4	3	1					1									9
Business Administration	4	3	1					1									9
Secretarial, Industrial	4	3	1					1									9
Retail Business Management	4	3	1					1									9
Chemical Technology	4	3	1				1		1	1[a]	1[a]						11

[a]Either

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Upstate New York Institutions and Respective Curricula
Public Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Hudson Valley Community College, Troy																	
Civil Technology	4	3	1				1		1	1[a]	1[a]						11
Construction Technology	4	3	1				1		1	1[a]	1[a]						11
Dental Hygiene	4	3	1		1	1			1								11
Electrical Technology	4	3	1				1		1	1[a]	1[a]						11
Mechanical Design, Mechanical Technology	4	3	1				1		1	1[a]	1[a]						11
Production, Mechanical Technology	4	3	1				1		1	1[a]	1[a]						11
Medical Laboratory Techno.	4	3	1		1	1			1								11
Nursing	4	3	1		1	1											11
Environmental Health	4	3	1		1	1			1								11
Radiological Health	4	3	1		1	1			1								11
Jamestown Community College, Jamestown																	
Business	4	3	1					1								2	11
Mechanical Technology	4	3	1					1								2	11
Medical Laboratory Techno.	4	3	1					1								2	11
Nursing	4	3	1					1								2	11
Jefferson Community College, Watertown																	
Accounting	4	3	1					1									9
Business Administration	4	3	1					1									9
Secretarial, Executive	4	3	1					1									9
Mohawk Valley Community College, Utica																	
Advertising Design and Production	4	3	1						1								9

[a]Either

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Upstate New York Institutions and Respective Curricula
Public Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Mohawk Valley Community College Utica, (cont)																	
Banking, Insurance, and Real Estate	4	3	1						1								9
Retail Business Management	4	3	1						1								9
Secretarial	4	3	1						1								9
Civil Technology	4	3	1			1[a]	1[a]		1	1[a]	1[a]						11
Electrical Technology	4	3	1			1[a]	1[a]		1	1[a]	1[a]						11
Mechanical Technology	4	3	1			1[a]	1[a]		1	1[a]	1[a]						11
Nursing	4	3	1		1	1			1								11
Monroe Community College, Rochester																	
Accounting	4	3	1						1								9
Marketing	4	3	1						1								9
Secretarial	4	3	1						1								9
Data Processing	4	3	1						1	1	1						11
Dental Hygiene	4	3	1		1	1		1[b]	1								12
Electrical Technology	4	3	1						1	1	1						11
Mechanical Technology	4	3	1						1	1	1						11
Nursing	4	3	1		1	1			1	1[b]	1[b]						12
Optical Technology	4	3	1						1	1	1						11
Police Science	4	3	1					1									9
Recreation Supervision	4	3	1					1									9
Nassau Community College, Garden City																	
Accounting - Data Processing	4	3	2					1[b]	1	1[b]							11
Retail Business Management	4	3	2					1[b]	1	1[b]							11
Nursing	4	3	2						1	1							11
Medical Technology	4	3	3[a]						1	1	1						13

[a]Either [b]Any college-prep math

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Upstate New York Institutions and Respective Curricula
Public Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Niagara County Community College, Niagara Falls																	
Accounting	4	3	1					1									9
Business Administration	4	3	1					1									9
Secretarial	4	3	1					1									9
Electrical Technology	4	3	1					1									9
Industrial Laboratory Technology	4	3	1					1									9
Onondaga Community College, Syracuse																	
Chemical Technology	4	3	1			1			1	1	1						12
Dental Hygiene	4	3	1		1	1			1	1							12
Electrical Technology	4	3	1				1		1	1	1[a]	1[a]					13[b]
Mechanical Technology	4	3	1				1		1	1	1[a]	1[a]					13[b]
Orange County Community College Middletown																	
Accounting	4	3	1					1									9
Business Administration	4	3	1					1									9
Retail Business Management	4	3	1					1									9
Secretarial, General	4	3	1					1									9
Secretarial, Medical	4	3	1					1									9
Chemical Technology	4	3	1						1	1[c]	1[c]						10
Correction Administration	4	3	1					1									9
Electrical Technology	4	3	1						1	1[c]	1[c]						10
Mechanical Technology	4	3	1						1	1[c]	1[c]						10
Medical Laboratory Techno.	4	3	1						1	1	1						11
Nursing	4	3	1						1	1	1						11

[a] May be Mathematics 11

[b] If Mathematics 11 is substituted for Intermediate Algebra and Trigonometry, total units are 12.

[c] Either

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Upstate New York Institutions and Respective Curricula
Public Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Rockland Community College, Suffern																	
Accounting	4	3	1					1									9
Business Administration	4	3	1					1									9
Secretarial	4	3	1					1									9
Nursing	4	3	1					1									9
Industrial Laboratory Technology	4	3	1					1									9
Suffolk County Community College, Selden																	
Accounting	4	3	1					1									9
Banking, Insurance and Real Estate	4	3	1					1									9
Business Administration	4	3	1					1									9
Retail Business Management	4	3	1					1									9
Secretarial	4	3	1					1									9
Data Processing	4	3	1					1									9
Electrical Technology	4	3	1						1	1							10
Marine Technology	4	3	1						1	1							10
Mechanical Technology	4	3	1						1	1							10
Nursing	4	3	1						1								9
Police Science	4	3	1					1									9
Sullivan County Community College, South Fallsburg																	
Accounting	4	3	1					1									9
Business Administration	4	3	1					1									9
Secretarial	4	3	1					1									9
Hotel Technology	4	3	1					1									9
Commercial Art	4	3	1					1									9
Industrial Lab. Technology	4	3	1						1	1	1						11

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Upstate New York Institutions and Respective Curricula
Public Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Ulster County Community College, Kingston																	
Accounting	4	3	1					1									9
Business Administration	4	3	1					1									9
Retail Business Management	4	3	1					1									9
Secretarial	4	3	1					1									10
Mechanical Technology	4	3	1						1		1						9
Medical Laboratory Techno.	4	3	1					1									
Westchester Community College, Valhalla																	
Accounting	4	3	1						1	1							10
Marketing	4	3	1						1	1							10
Secretarial	4	3	1						1								9
Chemical Technology	4	3	1						1	1	1						11
Construction Technology	4	3	1						1	1	1						11
Electrical Technology	4	3	1						1	1	1						11
Food Service Administration	4	3	1						1								9
Mechanical Technology	4	3	1						1	1	1						11
Inhalation Therapy	4	3	1						1	1							10
Medical Office Assistant	4	3	1						1								9
SUNY College of Forestry, Ranger School, Wanakena																	
Practical Forestry[1]	4	3	1						1	1							10

[1]Diploma program, associate degree not awarded.

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Upstate New York Institutions and Respective Curricula
Four-Year Institutions with Associate Degree Program
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Elmira College, Elmira																	
Secretarial	4	3	2[a]						1	1[b]	1[b]				2		13
Houghton College, Houghton																	
Missionary Training	4	3	1					1									9
King's College, The - Briarcliff Manor																	
Secretarial	4	3	1					1									9
Rochester Institute of Technology, Rochester																	
Secretarial, Rental	4	3	1						1								9
Secretarial, Executive	4	3	1					1									9
Secretarial, Medical	4	3	1						1								9
Electrical Technology	4	3	1			1[b]	1[b]		1	1	1						12
Mechanical Technology	4	3	1			1[b]	1[b]		1	1	1						12
State University of NY at Buffalo, Buffalo																	
Secretarial	4	3	1					1									9
State University of NY College of Agriculture at Cornell University, Ithaca																	
Crop Production[c]	4	3	1					1									9
Dairy Farming[c]	4	3	1					1									9
General Agriculture[c]	4	3	1					1									9
Pomology[c]	4	3	1					1									9
Poultry Husbandry[c]	4	3	1					1									9
Poultry Farming[c]	4	3	1					1									9

[a]One laboratory science [b]Either [c]Diploma programs, associate degree not awarded

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Upstate New York Institutions and Respective Curricula
Four-Year Institutions with Associate Degree Program
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Acad. Elect.	Total
State University of New York Upstate Medical Center, Syracuse																	
Nursing	4	3	1		1				1								10
X-ray Technology	4	3	1					1									9

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Appendix F

Downstate New York Institutions and Respective Curricula (Metropolitan New York City)

Private Two-Year
Public Two-Year
Four-Year

Downstate New York Institutions and Respective Curricula
Private Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Academy of Aeronautics, LaGuardia Airport																	
Aerospace Design Techno.	4	2	1						1	1							9
Aerospace Electronics Technology	4	2	1						1	1							9
Aerospace Mechanical Technology	4	2	1						1	1							9
Packer Collegiate Institute, Brooklyn																	
Family Relationships	4	2[a]	2[b]						1	1[c]	1[c]				3[d]		13[e]
Secretarial, Executive	4	2[a]	2[b]						1	1[c]	1[c]				3[d]		13[e]
Secretarial, Legal	4	2[a]	2[b]						1	1[c]	1[c]				3[d]		13[e]
Secretarial, Medical	4	2[a]	2[b]						1	1[c]	1[c]				3[d]		13[e]
Voorhees Technical Institute, New York																	
Air Conditioning Technology	4	1[f]						1[g]	1								7
Automotive Technology	4	1[f]						1[g]	1								7
Electronics Technology	4	1[f]						1[g]	1								7
Lithographic Technology	4	1[f]						1[g]	1								7
Materials Processing Technology	4	1[f]						1[g]	1								7

[a] American History required.
[b] One laboratory science required.
[c] Either
[d] Three years of a single language or 2 years each of two languages.
[e] Depending on lang. option, total may be 14.
[f] Laboratory science; physics pref.
[g] College preparatory math

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration

Downstate New York Institutions and Respective Curricula
Private Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Borough of Manhattan Community College, New York																	
Advertising	4	2	1					½	1						2		10½
Accounting	4	2	1					1½	1						2		10½
Marketing	4	2	1					1½	1						2		10½
Correction Administration	4	2	1					1½	1						2		10½
Data Processing	4	2	1					1½	1						2		10½
Banking	4	2	1					1½	1						2		10½
Insurance	4	2	1					1½	1						2		10½
International Trade & Travel	4	2	1					½	1						2		10½
Office Management	4	2	1					1½	1						2		10½
Real Estate	4	2	1					1½	1						2		10½
Sales Management	4	2	1					1½	1						2		10½
Secretarial	4	2	1					1½	1						2		10½
Small Business Operations	4	2	1					1½	1						2		10½
Traffic and Shipping	4	2	1					1½	1						2		10½
Bronx Community College, New York																	
Accounting	4	1	1					1	1								8
Business Administration	4	1	1					1	1								8
Retail Business Adminis.	4	1	1					1	1								8
Secretarial, Executive	4	1	1					1	1								8
Secretarial, Legal	4	1	1					1	1								8
Secretarial, Medical	4	1	1					1	1								8
Chemical Technology	4	1	1		1[a]	1[a]			1	1[a]	1[a]						9
Plastics Technology	4	1	1		1[a]	1[a]			1	1[a]	1[a]						9
Electrical Technology	4	1	1			1[a]	1[a]		1	1	½	½					10
Mechanical Technology	4	1	1			1[a]	1[a]		1	1	½	½					10
Medical Laboratory Techno.	4	1	1		1[a]	1[a]			1	1	1						10
Nursing	4	1	1					2									8

[a]Either

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration

Downstate New York Institutions and Respective Curricula
Private Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Fashion Institute of Technology, New York																	
Fashion Display & Photography	4	2	1					1									8
Fashion Illustration & Advertising Design	4	2	1					1									8
Fashion Buying and Merchandising	4	2	1					1									8
Fashion Communications	4	2	1					1									8
Apparel Design	4	2	1					1									8
Interior Design	4	2	1					1									8
Pattern Drafting & Design	4	2	1					1									8
Textile Design	4	2	1					1									8
Management Engineering Technology	4	2	1					1									8
Textile Administration & Sales	4	2	1					1									8
Kingsborough Community College, Brooklyn																	
Accounting	4	2[a]	1						1	1[b]	1[b]						9
Business Administration	4	2[a]	1						1	1[b]	1[b]						9
Marketing	4	2[a]	1						1	1[b]	1[b]						9
Retail Business Management	4	2[a]	1						1	1[b]	1[b]						9
Secretarial, Executive	4	2[a]	1						1	1[b]	1[b]						9
Secretarial, Legal	4	2[a]	1						1	1[b]	1[b]						9
Nursing	4	2[a]	1		1[b]	1[b]			1	1[b]	1[b]						10

[a]One unit of American History plus one unit of social science. [b]Either

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Downstate New York Institutions and Respective Curricula
Private Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
New York City Community College, Brooklyn																	
Commercial Art	4	1[a]	1														6
Graphic Arts & Advertising	4	1[a]	1														6
Accounting	4	1[a]	1														6
Marketing, Industrial	4	1[a]	1														6
Marketing, International Trade	4	1[a]	1														6
Retail Business Management	4	1[a]	1														6
Secretarial, Legal	4	1[a]	1														6
Secretarial, Medical	4	1[a]	1														6
Chemical Technology	4	1[a]							1	1	1						8
Construction Technology	4	1[a]							1	1	1						8
Dental Hygiene	4	1[a]													5		10
Dental Laboratory Techno.	4	1[a]	1														6
Electrical Technology	4	1[a]							1	1	1						8
Hotel Administration	4	1[a]	1														6
Hotel Culinary Arts	4	1[a]	1														6
Mechanical Technology	4	1[a]							1	1	1						8
Nursing	4	1[a]													5		10
Medical Laboratory Techno.	4	1[a]	1														6
Queensborough Community College, Bayside																	
Accounting	4	1[a]															5
Marketing	4	1[a]															5
Secretarial	4	1[a]															5
Electrical Technology	4	1[a]															5
Mechanical Technology	4	1[a]															5

[a]American History

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Downstate New York Institutions and Respective Curricula
Private Two-Year Institutions
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Staten Island Community College, Staten Island																	
Accounting	4	1[a]	1						1	1	1						9
Business Administration	4	1[a]	1						1	1	1						9
Electrical Technology	4	1[a]	1						1	1	1						9
Industrial Laboratory Technology	4	1[a]	1			1[b]	1[b]		1	1	1				2		12
Mechanical Technology	4	1[a]	1						1	1	1						9
Nursing	4	1[a]	1						1	1	1						9

[a] American History

[b] Either

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Downstate New York Institutions and Respective Curricula
Four-Year Colleges
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Finch College, New York																	
Business Administration	4	2	1					1	1						2	4	15
Merchandising	4	2	1					1	1						2	4	15
Journalism	4	2	1					1	1						2	4	15
Commercial Art	4	2	1					1	1						2	4	15
Drawing	4	2	1					1	1						2	4	15
Fashion-Apparel Design and Pattern Drafting	4	2	1					1	1						2	4	15
Painting	4	2	1					1	1						2	4	15
New York Institute of Technology, New York																	
Architectural Technology-Design	4	2	1						1	1							9
Biological Technology	4	2	1						1	1							9
Accounting	4	2	1					2								1	10
Management	4	2	1					2								1	10
Computer Technology	4	2	1						1	1						1	10
Secretarial	4	2	1					2								1	10
Aerospace Maintenance Technology	4	2	1						1	1							9
Electrical Technology	4	2	1						1	1							9
Industrial Engineering Technology	4	2	1						1	1							9
Heating-Refrigeration-Air Conditioning	4	2	1						1	1							9
Product & Machine Design	4	2	1						1	1							9
Commercial Art	4	2	1						1	1							9
Commercial Art-Radio & Television Production	4	2	1						1	1							9
Applied Physics	4	2	1						1	1							9

OTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Downstate New York Institutions and Respective Curricula
Four-Year Colleges
Minimum Academic Subject Units Required

Institution and Respective Curricula	Eng.	S. S. Hist.	(Any) Science	Gen. Sci.	Bio.	Chem.	Phy.	(Any) Math.	Ele. Alg.	Pl. Geo.	Int. Alg.	Trig.	Anal. Geo.	Adv. Alg.	Lang.	(Any) Add. Aca. Elect.	Total
Pace College, New York																	
Accounting	4								1	1						5	11
Secretarial	4								1	1						5	11
Chemical Technology	4								1	1						5	11
Queens College, Flushing																	
Nursing	4	1[a]	1						1	1							8

[a] American History

NOTE: This information reflects only one area of admissions consideration—high school academic-unit preparation as reported for Fall 1965. It may not be assumed that meeting the above distributions alone will result in favorable admissions consideration.

Appendix G

The primary question of this study is answered in the preceding appendixes (A, B, C, D, E and F). This appendix is directed to compiling the information received in response to the remaining points which were covered during the interviews. These are points (b) through (i) as listed on pages 9 and 10.

(b) Number of 1965 freshmen admitted who presented occupational high school programs.

Most of the institutions were unable to give either a number or a percent of their freshman class who entered this past fall with occupational high school programs. This information is not noted by most institutions, the concern mainly being whether or not applicants meet specific unit requirements.

(c) Priorities which take precedence in each college's admissions consideration.

The most frequently cited priority was, in fact, the lack of any single priority. Twenty-five institutions, representing 30 percent of the listed institutions reported that consideration for admission was based on a combination of factors and that no one factor could be identified as primary.

Among the community colleges, residence within the sponsoring county or counties was frequently cited as the most consequential priority. Fifty-four percent of the community colleges (15 in number) responded as such. This group of institutions represents 24 percent of all the institutions participating in this project.

Twelve colleges, 19 percent of the group, reported grades as being of first priority in their admissions processes. However, several directors of admissions inferred that increasing numbers of qualified applicants will shortly decrease the "combination of ingredients" approach in favor of the more quantitative measurement of grades.

Three colleges responded to this point by placing the date of application above all other priorities.

One college each reported the A.C.T. scores, S.A.T. scores and an institutional test score as the primary priority.

A single college reported an applicant's recommendations as being of primary importance.

No college reported the academic-unit preparation of applicants as the prime priority for admissions consideration. In view of the primary emphasis of this study, it may seem strange to find such a report. The personnel involved in this project feel it is important to note this fact. It should encourage the student with excellent grades and test scores, but lacking some of the normally-required academic units, to make application to college on an individual basis. The purpose of this report is to indicate the direction of mobility available leading to occupational programs on the collegiate level. It should not be presumed that outstanding students, lacking some unit usually required, are precluded from individual articulation with these colleges.

(d) Consideration given to applicants presenting only the State-required minimum of academic units, if space is available and the applicants meet or exceed all other standards of admission.

The responses given to this point reinforce our last notation. Thirteen colleges, 20 percent of the group, replied that they did not consider students presenting only the basic graduation units. Three of these institutions were community colleges under the program of SUNY. The other nine institutions were all private colleges; five two-year colleges and four baccalaureate institutions.

(e) Methods by which applicants otherwise qualified can remedy a required subject-matter unit deficiency.

(1) high school summer school, must be completed before matriculation,

(2) collegiate summer school,

(3) regular-session remedial courses,

(4) evening remedial courses,

(5) "pre-tech" programs.

Following along into the consideration of the ways in which students can "make up" for a limited high school academic preparation, 23 schools (36 percent) reported no courses by which deficiencies could be made up. This response was recorded under (1) of the above.

Forty-one schools (62 percent) reported special courses in their day or summer sessions.

Four colleges utilized their evening divisions for some students requiring additional pre-college work.

Several institutions reported pre-technical programs ranging from a summer session to a full year. Because of the variety of types within this heading, these programs have been included in categories (2), (3) and (4) above.

(f) Subject-matter areas in which remedial courses are offered and whether or not these courses carry college credit.

English, including courses in reading and writing, accounted for the most frequest area of pre-college course work. Thirty-seven such courses were identified. However, in several cases, courses in two or all three of these areas were offered at the same institution.

Mathematics courses ranked second in frequency with 31 reported; science was the third most frequent with 18 reported.

It is interesting to note five special courses in study skills. Although this is an area of concern in many orientation programs and fundamental psychology

courses, the five reported courses are solely devoted to the building of adequate study skills for college work.

(g) Exceptions to normal academic preparation requirements which are made for applicants presenting other evidence of good ability, such as test results, above-average high school grades, etc.

Although similar to (c) and (d) above, the point here is whether or not exceptions are made to stated requirements for applicants presenting other indexes of above-average ability.

Nineteen colleges (30) percent responded negatively except in the cases of older persons possessing a New York State Equivalency Diploma and Satisfactory G.E.D. test scores.

The majority (70 percent) in this area of consideration evidenced the philosophy, as one college dean expressed it, "Our interest is in how well the student has accomplished what he has attempted--not how much he has tried."

(h) Effect of the level or ability grouping of an individual high school subject course has on an applicant's chance for admission consideration.

Four colleges specifically required passing Regents examination scores from New York State applicants and another four institutions stipulated that applicants must have been in a college preparatory course grouping (not specifying Regents).

Fourteen colleges (22 percent) stated that they preferred to receive "Regents track preparation" and examination scores from applicants. The remainder, 41 colleges (65 percent), stated that local course grades were equally acceptable to "Regents track grades" for the vocational program applicants.

The general concensus was that the only effect a course "ability" grouping would have on a student's consideration for admission would be when the ability

grouping was below-average, which would place the student at a disadvantage in college competition and, consequently, in admissions consideration.

(i) Changes or trends foreseen in the availability of admissions consideration for the secondary graduates from business, agricultural, home economics, industrial arts or trade-technical programs.

There was general agreement on the parts of most of the admissions and administrative officers contacted about one definite trend which is now established and the accompanying change to which it leads. As has been mentioned previously, this past half-decade has seen tremendous increases in the numbers of high school graduates seeking college admission. By 1970, enrollments in the colleges and universities of the State are expected to total nearly 800,000, as compared with 560,000 in 1965. Most of this increase will be in the public institutions.[8]

The increase in applicant class sizes is being accompanied frequently by increases in total academic units in student's high school programs. The effect, easily predictable, will be the imposition of "de facto" requirements--not specifically mandated by the colleges, but created by ever increasing numbers of more broadly educated high school students who will increase the admissions competition by and of themselves.

During this study it was not uncommon to have college admissions personnel note such increases in basic requirements for 1965 over 1964. These professionals involved in the immediate selection of college freshmen are merely predicting an extension and intensification of a current process. Many of these people do not personally desire or favor such changes. They cannot, however, deny the trend which has become evident to them in their daily work.

---

[8] Bulletin to the Schools, New York State Education Department, January 1966.

G-6

Note: This study and handbook are designed to indicate the present directions of educational mobility for occupational-program high school graduates. Questions and requests for more specific information should be directed to the individual directors of admissions at each respective institution. They will be willing and able to update the information included herein and to interpret to interested parties the individual college's admissions policy and philosophy.